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ABSTRACT

Florida State University instituted a mandatory system to be used in making promotion and tenure decisions, in which teaching faculty were rated by their students. Under an agreement with Michigan State University, the Student Instructional Rating System (SIRS) was adapted for use on the Florida State campus. Since the data were to be used to compare student ratings of faculty in diverse learning environments, a strategy for norming across relevant course characteristics was developed which involved the definition of nine course types. Six course size groupings, six course levels, and six faculty ranks were also included. Thus, instructors who taught large, undergraduate lecture courses and instructors who conducted small graduate-level seminars or laboratory courses were compared according to different norms. The generation of differential norms for comparing the ratings of diverse faculty resulted in more valid and equitable use of such data for promotion and tenure decisions. The results indicated that neither course type, class size, level of students, nor faculty rank had any major impact on student ratings of teachers. Full professors, however, were rated as slightly more competent in their professional areas than faculty of other ranks. The adapted SIRS forms are appended. (Author/MV)

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A Model for Differential Norming of Faculty Evaluations For Promotion and Tenure Decisions

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The use of student ratings of faculty performance in colleges and universities has increased greatly over the past decade. Originally designed to provide feedback to the instructor, many such rating systems are now used to make decisions concerning the promotion and tenure of university faculty (Meyer & Smith, 1976). Questions as to the validity of using such devices to make promotion and tenure decisions has led to a flurry of research which has resulted in, at best, conflicting evidence. Costin, Greenough and Menges (1971) in their review of the literature found many studies which indicated a positive relationship between good ratings and learning (and, inferentially, good teaching) and other studies which indicated a negative or zero relationship between ratings and learning. Although more recent evidence has shown a positive relationship between student ratings and instruction (Frey, et.al., 1975), others (Hills, 1975) have made philosophical arguments against using student ratings of faculty performance to make promotion and tenure decisions. Basically the arguments pro and con have boiled down to two positions: (pro) students, as clients receiving a professional service have a right to evaluate that service, and (con) students are not competent to evaluate faculty performance since, by definition, they are not sufficiently educated in the area they are being taught to be able to make sound decisions concerning how such material should be presented. This latter argument has not proven to be successful in determining the use of student rating systems since it has fallen before the politically stronger argument that those who pay for a service have a right to express their satisfaction or dissatisfaction

with how that service is provided.

Instituting a Mandatory Faculty Evaluation System: Perils and Pitfalls

In 1971, Florida State University, in response to public demands for accountability in higher education in Florida, instituted a mandatory faculty evaluation system which required objective ratings of faculty teaching performance by students. As originally specified, each faculty member was to have every course he or she taught rated by students every quarter. Since the decision to implement a mandatory system was primarily a political one, and since the decision required immediate action, little time was available for the development of a reliable and valid system of student rating of faculty performance. Under an agreement with Michigan State University, Florida State University adapted the Student Instructional Rating System (SIRS) for use on its campus. By 1972, an adapted version of SIRS had been successfully implemented at Florida State and the faculty evaluation model employed by SIRS had been shown to be stable and replicable (Arreola, 1972).

The original SIRS faculty evaluation model, as developed at Michigan State, defined five factors associated with the course and the instructor; Instructor Involvement, Student Interest, Student-Instructor Interaction, Course Demands, and Course Organization. Although originally designed to provide feedback to the instructor for the purposes of instructional improvement, the analyses of the students' responses, called the SIRS REPORT, provided the instructor with certain comparative data. This comparative data consisted of percentile rankings showing how the instructor's ratings compared with others in his department and will all faculty in the university as a whole. Although this comparative data was apparently useful at Michigan State University where the SIRS program was voluntary, at Florida State where the program was mandatory the use of percentile rankings proved to cause a great deal of difficulty.

Since, under the mandatory system, faculty SIRS ratings were to be used for retention, promotion, and tenure decisions, an overemphasis in importance was placed on the percentile rank information. In some cases,

departmental decisions were being made to promote faculty who had percentile rankings greater than 80 while faculty with percentile rankings below 80 faced the possibility of not having their contract renewed or being considered for promotion. Often differences in percentile ranks were due to extremely small differences in average ratings occurring in the third or fourth decimal place. Thus, insignificant differences between two instructors who had extremely good ratings were being used to make very significant decisions. The classic error commited in the implementation of this particular faculty evaluation reporting system was in overlooking the fact that one cannot assume that all users of statistical information will use it correctly or understand its shortcomings. As a consequence of such inappropriate use of the SIRS results, confidence in the entire faculty evaluation system was severely damaged. As an immediate measure to preclude continued misuse, the percentile information was deleted from the SIRS REPORT analyses and only mean and standard deviation information was reported. This situation lead to the development of an alternative norming system.

Development of a Differential Norming System

The major criticisms of the SIRS mandatory faculty evaluation system as originally designed and implemented were (1) small differences in ratings could produce disproportionate differences in the percentile ranks, and (2) the feeling by some faculty that they were being penalized unfairly since they were teaching large lecture courses to freshmen and being compared against faculty teaching all other courses including those teaching small seminars to graduate students. Although there was no hard evidence on which to base the idea that this was an unfair comparison, the fact that the faculty perceived it to be unfair was sufficient reason to try to develop an alternative system. In order to overcome these and other objections to the original SIRS program, a new system was developed. Employing the same basic factors measured by the original SIRS, plus the addition of items designed to obtain student perceptions of the instructor's competence in his field and his teaching effectiveness, a new analysis model was developed which took into account course type, class size, course level, and faculty rank.

Using as a base the many comments and suggestions the SIRS program had received from faculty, and utilizing an analysis of the many departmentally constructed rating forms, a nine-dimensional course type model was developed. The purpose of this model was to delineate the different learning environments found within the university and to develop differential norms for each one. The nine course types or learning environments which were identified and incorporated into the total model are defined below:

1. Standard Classroom
   Conventional classroom situation. Instructor meets regularly with class to present and discuss course content and answer questions. Class structure may include reading and written assignments and in-class tests.

2. Large Lecture
   Large classroom situation. Class meets reguarly. Instructor generally lectures or gives presentations. Little or no opportunity for individual teacher-student interaction during the class period. Structured course organization.

3. Seminar
   Relatively small group of students, meets on a regular or irregular basis with instructor. Format is discussion oriented. May have guest presentations by resource people. Course less formally structured. Examples: discussion sub-sections of large courses, advanced honors or graduate seminars.

4. Individual Tutorial
   Instructor meets individually with students. Assignments carried out by students independently. Course proceeds according to progress of the student. Examples: tutorial instruction in music, directed individual study.

5. Auto Tutorial (non-computer assisted)
   Student uses prepared course materials on an individualized, self-regulated schedule. Course may make use of audio-tutorial carrels, slide projectors, cassette tapes, programmed texts or other programmed material. Student proceeds at his own pace with occasional interaction with faculty. Examples: PSI, individualized instruction.

6. Auto Tutorial (computer assisted)
   Similar to Auto Tutorial situation above except that a computer is used to present material to be learned, to manage the sequence of other learning materials, and measure or keep track of student progress and provide feedback.

7. Laboratory
   Student performs experiments on materials or subjects. Examples: chemistry, biology, psychology labs, experimental classroom situations.

8. Psychomotor Experiences
   Psychomotor skills are being learned and refined. Examples: sports, dance, manipulative skills courses.

9. Experience Based Learning
   Student actually receives experience in the particular area of study. Examples: internships, sensitivity training, apprenticeships.

In addition to the nine course types listed above, the learning environment situation is also categorized as to class size (six groupings), course level (six levels) and faculty rank (six ranks). Thus the categories form a 9 x 6 x 6 x 6 matrix to produce 1944 different combinations of course type, class size, course level, and faculty rank. See the SIRS REQUEST FORM in the Appendix for complete definitions of the class size, course level and faculty rank categories.

Using the System

At the beginning of each quarter faculty are sent a SIRS REQUEST FORM (see Appendix) for each class they teach. This form, with its accompanying instructions, enables the faculty member to describe his course as to type, size, level and rank of the instructor teaching it. In this way he defines the norm group or specific comparison cell in the 9 x 6 x 6 x 6 matrix to which his course belongs. Additionally, the instructor may define an optional norm group or comparison cell for which he may also like to have normative SIRS data. The optional norm group may be formed by combining many different cells.

When the instructor returns the SIRS REQUEST FORM to the processing center, a packet containing SIRS questionnaires and Faculty and Proctor instruction sheets is prepared. See Appendix for a sample of the SIRS questionnaire form used. The packet is sent to the faculty member during the last two weeks of the quarter. When the instructor receives the materials, he turns the forms over to a student proctor selected from the class. The instructor completes a form indicating the proctor's name, and verifies that he did, in fact, comply with the standardized administration procedures.

The student proctor, reading from a standardized script, administers the SIRS FORM to the class. The proctor then signs a form certifying that the faculty member was not present in the room when the forms were administered. The completed forms are then returned by campus mail to the processing center where they are scanned by an NCS Sentry 70 optical scanning system. Once all forms for all courses in the university have been scanned, the data are transferred to tape and analyzed by computer. The result is a printout (SIRS REPORT) for each course which lists the following individual and normative data:

A. Response percentages for each item of the questionnaire for the class.
B. Means and standard deviations for each item and each of the five SIRS factors for each of the following groups:
   1. The class
   2. The department in which the class was taught.
   3. All courses in the university that were classified as to the same course type, class size, course level, and faculty rank.
   4. Any set of courses for which the instructor requested normative information.

This printout, along with the original SIRS FORMS which contain the students' written comments on the back, are returned to the faculty member by about the second week of the next quarter. This delay in the return of the report and the forms is intentional and serves to assure the students that their grades in the course they are rating can in no way be affected by the rating they give the instructor since he will not see them until after the course is over. A copy of an interpretation manual (SIRS INTERPRETATION MANUAL) is also sent with the printout.

In order for any faculty evaluation system to work it must be credible to both the students who do the rating and to the faculty who are being rated. With the present system the anonymity of the student is protected by having the reporting system delay the reporting of the ratings until all grades have been submitted and by requiring a student from the class to administer the forms with the instructor not in the room. Gaining the the confidence of the faculty in the system is another matter.

Since the SIRS ratings are mandatory, and since the results of the ratings are used in promotion and tenure decisions, it is important that the results of these ratings be kept secure. In addition, the faculty must have some

confidence that the ratings are reliable and the normative comparisons valid. In the first instance, the confidentiality of the results is assured by sending all reports and forms directly to the faculty member himself. No exceptions are made to this policy. Any copies of the SIRS REPORTS which are used for promotion and tenure decisions must come from the faculty member himself. Thus he is given the opportunity to prepare explanatory material to accompany the report.

The reliability of student ratings of faculty performance has been shown to be quite high in a variety of settings (Bausell, Schwartz & Purohit, 1975). Thus the final obstacle to be overcome in building confidence in the faculty evaluation system was in establishing a credible and meaningful set of comparison norms.

Differential Norms: Impact and Analysis

The initial impact of implementing the differential norming model described earlier was an interesting one. The faculty were generally quite pleased with it since the comparisons were now perceived to be much more equitable and valid. Administrative groups or groups making promotion and tenure decisions, however, expressed dissatisfaction with the model since they could no longer look at a single number or set of numbers and decide who was a "better" teacher. After an interval when some confusion over how to use the new norms was raised, both the faculty and those making promotion and tenure decisions began finding the new norming model much easier and better to use. It is interesting to note that this period lasted for about one year. Even though SIRS INTERPRETATION MANUALs were distributed widely, it was only with continued use of the system in actual decision-making situations did the value of the differential norming model become apparent.

Although there are 1944 cells in the norm matrix, only the norms for 28 sets of combined cells will be discussed here. These sets of norms, shown in TABLES 1 through 28, are for: 1) all university courses, irrespective of course type, class size, course level, and faculty rank, 2) all courses representing the nine course types, irrespective of class size, course level, or faculty rank, 3) all courses representing the six class size categories, irrespective

course type, course level, or faculty rank, 4) all courses representing the six course levels, irrespective of course type, class size, and faculty rank, and finally, 5) all courses representing the six faculty ranks, irrespective of course type, class size, and course level.

The data presented in tables 1 through 28 are the mean and standard deviation for each of the five SIRS factors and an item on the perceived competence of the instructor and one on the teaching effectiveness of the instructor. These data are computed on all classes in each category for eight consecutive academic quarters at Florida State University from the Fall of 1973 through the Summer of 1975. Included in each table is the number of courses included in the grouping used to compute the norms and the total number of individual students responding in those classes. In each case, since the norm groups included virtually all courses taught at the university, all data shown are assumed to be parameters and thus any differences which occur across time are assumed to be real differences.

Tables 29 through 32 show the weighted averages of the data included in tables 2 through 28, computed across time for each major category. In addition, a grand mean of the SIRS factors is shown which was computed excluding the Course Demands factor. The reason for this exclusion is because a high rating on this factor can assume the value of either 1, 3, or 5, depending upon the individual definition of the instructor.

An examination of TABLE 29 shows that there is little variance across course types insofar as overall SIRS composite ratings are concerned. There is some little variance in the perceived competence of the instructor across course types with instructors teaching INDIVIDUAL TUTORIAL classes apparently being perceived as most competent. There also appears to be little variance in the perceived teaching effectiveness of instructors across course types, however, again instructors teaching INDIVIDUAL TUTORIAL courses are apparently perceived as being most effective teachers.

TABLE 30 shows the data for all class sizes. The composite SIRS ratings appear to show little difference across class sizes. Classes of size

(2-10) appear to obtain the highest ratings, however, especially when compared to courses that contain more than 100 students. In both the perceived competence item and the teaching effectiveness item, little meaningful differences are found. Instructors who teach classes of size (2-10) however, seem to be consistently rated higher than instructors teaching classes of other sizes.

TABLE 31 presents the weighted mean ratings for instructors teaching courses at different levels. Generally speaking, the 100 and 200 level courses are lower division courses, 300 and 400 courses are upper division courses, and 500, 600 and higher level courses are graduate courses. In this table, the data show virtually no differences in mean ratings for either the SIRS composite, the perceived competence item, or the teaching effectiveness item. Apparently, the level of the course does not affect the ratings students give their instructors. This is an interesting result, since it is generally assumed, at least by the faculty at Florida State University, that the lower division courses give the lowest ratings to the faculty teaching them.

TABLE 32 presents the weighted mean ratings for courses taught by faculty at different academic ranks. A minor amount of variance can be seen in this data in the perceived competence segment. Full professors are seen as being most competent in their field with graduate assistants being seen as least competent. In the SIRS composite ratings and the teaching effectiveness item, however, no meaningful difference is seen among instructors of any rank.

Summary

Since we were dealing with essentially parameter values for the student ratings of faculty performance, it was not deemed appropriate to conduct any statistical tests in comparing the data across course type, class size, course level or faculty rank. Certain differences were noted however, which even though they are small, must be considered real. Other similarities

across the various categories were noted. These differences and similarities include:

1. Apparently the type of course environment does not appreciably affect a student's rating of the faculty's performance or the student's perception of the faculty members competence in his field or his teaching effectiveness. Faculty teaching in an individual tutorial situation, however, are apparently viewed slightly more positively in these three areas than faculty teaching in other learning environments.

2. Apparently the size of the class has little affect on the student's ratings of faculty performance, although faculty teaching classes of size (2-10) receive slightly consistently higher ratings in the SIRS factors as well as perceived competence and teaching effectiveness.

3. Apparently the level of the course has no appreciable affect on the ratings students give the instructor teaching the course.

4. Apparently the rank of the faculty member teaching a course does bear some small relationship to the students' perception of his or her professional competence. However, faculty rank does not appear to have any affect on the ratings of the SIRS factors or of the teaching effectiveness of the faculty. This finding is interesting since it is often assumed that the more experience a faculty member has, the better teacher he will be.

In general, it appears from the data presented that neither course type as defined in the differential norming model, class size, course level, or faculty rank have any major impact or relationship to the either the ratings the instructor receives on the SIRS factors or on the teaching effectiveness item. Full professors, however, are seen as being slightly more competent in their professional areas than faculty of other ranks, regardless of what course they teach.

The question now arises as to the usefulness of the differential norming model if nothing seems to make any appreciable difference in the ratings students give faculty. Of course, in this paper we have examined only the major dimensions of the model. A cell by cell examination of the norms in the entire 1944 cell matrix may uncover significant interactions. We leave that examination for a subsequent paper. However, as noted at the begining, the use of a mandatory faculty evaluation system for promotion and tenure decisions was brought about as essentially a political action. To the extent that the differential norming model gives the entire system a

higher face validity and thus increases the confidence of both the faculty and the students in the system, it serves a very useful purpose. Without the confidence of the students the data they provide may be of less value since they will complete the forms in a careless fashion. Without the confidence of the faculty, the data that is provided will not be used for its ultimately most important function; to improve instruction.

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '7	
	ALL UNIVERSITY C 2103 S 45037		ALL UNIVERSITY C 1050 S 22173		ALL UNIVERSITY C 803 S 16054		ALL UNIVERSITY C 273 S 4352		ALL UNIVERSITY C 2166 S 43997		ALL UNIVERSITY C 1088 S 24170		ALL UNIVERSITY C 942 S 19311		ALL UNIVE C 311 S 5059	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.8	.9	1.9	.9	1.7	.8	1.8	.9	1.8	.9	1.8	.9	1.7	.9
Student Interest	2.0	.9	1.9	.9	1.9	.9	1.8	.8	1.9	.9	1.9	.9	1.9	.9	1.8	.9
Student-Instructor Interaction	2.1	1.0	2.0	.9	2.0	1.0	1.9	.9	2.0	1.0	2.0	1.0	2.0	1.0	1.9	.9
Course Demands	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.3	1.1	3.5	1.1	3.5	1.1
Course Organization	2.1	.9	2.1	.9	2.1	1.0	2.0	.9	2.1	.9	1.9	.9	2.0	.9	2.0	.9
Perceived Competence	1.6	.8	1.7	.8	1.6	.8	1.6	.8	1.5	.8	1.4	.7	1.6	.8	1.6	.8
Teaching Effectiveness	1.9	1.1	1.9	1.0	2.0	1.1	1.7	.9	1.7	1.1	1.7	1.0	1.9	1.1	1.8	1.0

TABLE 1: Norms for ALL UNIVERSITY courses combined, irrespective of course type, class size, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE TYPE	STANDARD CLASSROOM *C 1392 **S 27084		STANDARD CLASSROOM *C 732 **S 14749		STANDARD CLASSROOM *C 504 **S 9317		STANDARD CLASSROOM *C 183 **S 3203		STANDARD CLASSROOM *C 1424 **S 27527		STANDARD CLASSROOM *C 699 **S 14605		STANDARD CLASSROOM *C 507 **S 11233		STANDARD CLASSROOM *C 201 **S 3555	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.8	.8	1.7	.8	1.7	.8	1.8	.9	1.8	.9	1.8	.8	1.7	.8
Student Interest	2.0	.9	1.9	.9	1.9	.9	1.8	.8	1.9	.9	1.9	.9	1.9	.9	1.8	.9
Student-Instructor Interaction	2.0	1.0	1.9	.9	1.9	.9	1.9	.9	2.0	.9	2.0	.9	1.9	.9	1.9	.9
Course Demands	3.5	1.1	3.5	1.1	3.5	1.1	3.4	1.1	3.5	1.1	3.5	1.1	3.5	1.0	3.5	1.1
Course Organization	2.1	.9	2.0	.9	2.0	.9	2.0	.9	2.1	.9	2.1	.9	2.0	.9	2.0	.9
Perceived Competence	1.6	.8	1.6	.8	1.6	.8	1.6	.8	1.6	.8	1.7	.8	1.6	.8	1.6	.8
Teaching Effectiveness	2.0	1.1	1.9	1.0	1.8	1.0	1.8	.9	1.9	1.0	1.9	1.1	1.9	1.0	1.8	1.0

TABLE 2: Norms for all STANDARD CLASSROOM course types, irrespective of class size, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE TYPE	LARGE LECTURE C 178 S 10836		LARGE LECTURE C 73 S 4403		LARGE LECTURE C 80 S 3910		LARGE LECTURE C 10 S 410		LARGE LECTURE C 155 S 9566		LARGE LECTURE C 87 S 5473		LARGE LECTURE C 92 S 4715		LARGE LECTURE C 16 S 448	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.9	.9	2.0	1.0	1.9	.9	1.6	.7	1.9	.9	1.9	.9	1.9	1.0	1.8	.9
Student Interest	2.0	.9	2.1	1.0	2.0	.9	1.7	.7	2.0	.9	1.9	.9	2.0	1.0	1.9	.9
Student-Instructor Interaction	2.3	1.1	2.3	1.0	2.2	1.0	2.0	.9	2.3	1.1	2.2	1.0	2.3	1.1	2.1	.9
Course Demands	3.4	1.1	3.3	1.1	3.3	1.1	3.4	1.1	3.4	1.1	3.4	1.1	3.4	1.1	3.3	1.1
Course Organization	2.1	.9	2.1	.9	2.2	1.0	1.9	.9	2.1	.9	2.0	.9	2.1	1.0	2.0	.9
Perceived Competence	1.6	.8	1.7	.8	1.8	.9	1.4	.6	1.6	.8	1.6	.8	1.7	.9	1.7	.8
Teaching Effectiveness	2.0	1.1	2.1	1.1	2.1	1.1	1.6	.8	1.9	1.1	1.9	1.0	2.1	1.2	1.9	1.0

TABLE 3: Norms for all LARGE LECTURE courses, irrespective of class size, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE TYPE	SEMINAR C 224 S 2332		SEMINAR C 116 S 1229		SEMINAR C 92 S 843		SEMINAR C 39 S 311		SEMINAR C 211 S 1907		SEMINAR C 124 S 1452		SEMINAR C 115 S 1233		SEMINAR C 50 S 531	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.6	.8	1.7	.8	1.7	.8	1.6	.7	1.6	.8	1.7	.8	1.7	.8	1.6	.8
Student Interest	1.7	.9	1.8	.9	1.7	.8	1.8	.9	1.8	.9	1.8	.9	1.8	.9	1.8	.9
Student-Instructor Interaction	1.6	.9	1.7	.9	1.7	.8	1.5	.7	1.6	.8	1.6	.8	1.7	.8	1.6	.8
Course Demands	3.7	1.1	3.6	1.1	3.6	1.1	3.8	1.1	3.8	1.0	3.7	1.0	3.7	1.0	3.8	1.0
Course Organization	2.1	1.0	2.0	1.0	2.1	1.0	2.1	1.0	1	1.0	2.0	1.0	2.0	.9	2.1	1.0
Perceived Competence	1.5	.7	1.7	.9	1.7	.9	1.6	.8	1.5	.7	1.6	.8	1.6	.8	1.6	.8
Teaching Effectiveness	1.7	.9	1.8	1.0	1.8	.9	1.6	.9	1.7	1.0	1.8	1.0	1.7	.9	1.8	1.0

TABLE 4: Norms for all SEMINAR courses, irrespective of class size, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE TYPE	INDIVIDUAL TUTORIAL C 31 S 227		INDIVIDUAL TUTORIAL C 23 S 125		INDIVIDUAL TUTORIAL C 12 S 57		INDIVIDUAL TUTORIAL C 10 S 36		INDIVIDUAL TUTORIAL C 49 S 396		INDIVIDUAL TUTORIAL C 14 S 161		INDIVIDUAL TUTORIAL C 7 S 54		INDIVIDUAL TUTORIAL C 10 S 40	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	1.0	1.6	.9	1.5	.7	1.3	.6	1.5	.7	1.4	.7	1.6	.8	1.4	.6
Student Interest	1.8	1.0	1.5	.8	1.5	.6	1.5	.8	1.5	.7	1.5	.7	1.6	.7	1.5	.6
Student-Instructor Interaction	1.9	1.0	1.7	1.0	1.9	1.0	1.5	.8	1.8	.9	1.6	.8	1.6	.8	1.6	.7
Course Demands	3.9	.9	3.8	1.1	3.8	1.0	4.0	.9	4.0	.9	3.9	1.0	4.0	.9	3.9	.9
Course Organization	2.1	.9	1.9	1.0	2.1	1.0	1.7	.8	1.8	.8	1.6	.8	2.0	.9	1.9	.9
Perceived Competence	1.5	.7	1.5	.8	1.4	.8	1.4	.8	1.3	.6	1.2	.5	1.5	.8	1.3	.6
Teaching Effectiveness	1.8	1.1	1.7	1.0	1.8	.9	1.3	.5	1.5	.8	1.3	.6	1.6	.8	1.4	.7

TABLE 5: Norms for all INDIVIDUAL TUTORIAL courses, irrespective of class size, course level or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

COURSE TYPE	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
	AUTO TUTORIAL C 17 S 436		AUTO TUTORIAL C 6 S 132		AUTO TUTORIAL C 6 S 79		AUTO TUTORIAL C 1 S 12		AUTO TUTORIAL C 12 S 212		AUTO TUTORIAL C 4 S 62		AUTO TUTORIAL C 7 S 125		AUTO TUTORIAL C 2 S 15	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	2.3	1.2	2.4	.9	2.1	1.1	1.3	.4	2.1	1.1	2.7	1.3	1.8	.9	1.6	.8
Student Interest	2.1	1.1	2.3	1.0	1.9	1.0	1.4	.7	2.2	1.1	2.8	1.3	1.9	.9	1.7	.7
Student-Instructor Interaction	2.5	1.2	2.5	1.0	2.0	1.0	1.6	.8	2.3	1.1	2.6	1.3	2.0	.9	1.9	1.0
Course Demands	3.5	1.1	3.5	1.0	3.5	1.2	3.4	1.1	3.1	1.3	3.2	1.3	3.6	1.1	3.9	.9
Course Organization	2.0	1.0	2.4	1.0	2.2	1.1	1.1	.4	2.1	1.0	2.7	1.3	2.0	.9	1.7	1.0
Perceived Competence	2.0	1.1	2.0	.9	1.7	.8	1.2	.4	1.8	1.0	2.2	1.0	1.8	1.1	1.4	1.0
Teaching Effectiveness	2.4	1.3	2.5	1.1	2.3	1.4	1.1	.3	2.6	1.4	3.2	1.5	2.0	1.1	1.4	1.0

TABLE 6: Norms for all AUTO TUTORIAL (NON-COMPUTER ASSISTED) courses irrespective of class size, course level or faculty rank for 8 consecutive quarters. (C = number of classes, S = number of students)

COURSE TYPE	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
	CAI C 11 S 164		CAI C 6 S 135		CAI C 7 S 90		CAI C 6 S 48		CAI C 9 S 129		CAI C 3 S 58		CAI C 3 S 50		CAI C 1 S 6	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	2.0	.9	2.1	1.0	1.9	.8	2.0	.9	1.8	.8	1.9	.8	2.2	.9	1.5	.6
Student Interest	2.1	1.0	2.2	1.0	1.9	.8	2.0	.9	2.0	.9	2.3	1.2	2.2	.9	1.2	.4
Student-Instructor Interaction	2.1	.9	2.1	1.0	2.0	.9	1.9	.9	1.8	.8	2.0	1.0	2.2	.9	1.5	.5
Course Demands	3.3	1.0	3.5	1.1	3.6	1.0	3.6	.9	3.6	1.0	3.2	1.2	3.4	.9	3.6	1.0
Course Organization	2.0	.8	1.9	.9	1.8	.8	2.1	1.0	1.8	.9	2.2	1.1	1.9	.6	1.3	.5
Perceived Competence	1.8	.9	1.8	.9	1.8	.8	1.5	.4	1.7	.8	2.0	1.0	1.9	.8	1.4	.5
Teaching Effectiveness	2.0	1.0	2.2	1.2	1.9	.8	1.9	.3	1.8	.9	2.2	1.1	2.1	.9	2.0	1.2

TABLE 7: Norms for all AUTO TUTORIAL (COMPUTER ASSISTED) courses, irrespective of class size, course level or faculty rank for 8 consecutive quarters. (C = number of classes, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE TYPE	LABORATORY C 105 S 1519		LABORATORY C 37 S 619		LABORATORY C 54 S 884		LABORATORY C 13 S 145		LABORATORY C 103 S 1507		LABORATORY C 104 S 1532		LABORATORY C 91 S 1317		LABORATORY C 13 S 205	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.9	.9	1.8	.8	2.0	.9	2.1	1.1	1.9	.9	1.9	.9	1.9	.9	2.1	1.1
Student Interest	1.9	.9	1.8	.8	2.0	1.0	2.0	.9	1.9	.9	1.9	.9	1.9	.9	2.0	1.0
Student-Instructor Interaction	2.0	1.0	2.0	.9	2.1	1.0	2.0	1.0	2.0	.9	2.0	.9	2.1	.9	2.1	1.0
Course Demands	3.6	1.0	3.4	1.1	3.5	1.0	3.4	1.1	3.6	1.0	3.5	1.1	3.6	1.0	3.3	1.1
Course Organization	2.2	1.0	2.1	.9	2.3	1.0	2.5	1.2	2.2	1.0	2.1	.9	2.0	.9	2.4	1.1
Perceived Competence	1.7	.8	1.6	.8	1.9	.9	2.0	1.0	1.8	.9	1.9	.9	1.8	.9	2.1	1.0
Teaching Effectiveness	2.0	1.0	1.9	.9	2.1	1.2	2.2	1.3	1.9	1.0	1.9	1.0	2.0	1.0	2.2	1.2

TABLE 8: Norms for all LABORATORY courses, irrespective of class size, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE TYPE	PSYCHOMOTOR EXPERIENCES C 76 S 1177		PSYCHOMOTOR EXPERIENCES C 22 S 332		PSYCHOMOTOR EXPERIENCES C 21 S 393		PSYCHOMOTOR EXPERIENCES C 2 S 42		PSYCHOMOTOR EXPERIENCES C 64 S 865		PSYCHOMOTOR EXPERIENCES C 24 S 392		PSYCHOMOTOR EXPERIENCES C 6 S 114		PSYCHOMOTOR EXPERIENCES C 5 S 120	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.6	.8	1.7	.9	1.4	.6	1.6	.7	1.7	.8	1.5	.7	1.5	.7	1.5	.7
Student Interest	1.8	.9	1.9	1.0	1.7	.9	2.0	1.1	1.8	.9	1.6	.9	1.7	.8	1.7	.9
Student-Instructor Interaction	2.1	1.0	2.0	.9	1.9	.9	2.1	.9	2.0	1.0	2.1	1.0	2.2	1.1	2.2	.9
Course Demands	3.8	1.0	3.7	1.0	3.9	1.0	3.5	1.0	3.8	.9	3.9	1.0	3.9	1.0	4.0	.9
Course Organization	1.9	.9	1.9	1.1	1.8	.9	1.8	.8	1.9	.9	1.8	.9	1.9	.8	1.7	.8
Perceived Competence	1.5	.8	1.6	1.0	1.4	.7	1.4	.7	1.6	.8	1.4	.7	1.4	.7	1.4	.5
Teaching Effectiveness	1.6	.9	1.7	1.1	1.4	.7	1.5	.6	1.7	.9	1.5	.8	1.5	.7	1.5	.6

TABLE 9: Norms for all PSYCHOMOTOR EXPERIENCE courses, irrespective of class size, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

COURSE TYPE	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
	EXPERIENCE BASED LEARNING C 81 S 1305		EXPERIENCE BASED LEARNING C 36 S 476		EXPERIENCE BASED LEARNING C 27 S 411		EXPERIENCE BASED LEARNING C 9 S 145		EXPERIENCE BASED LEARNING C 69 S 978		EXPERIENCE BASED LEARNING C 44 S 739		EXPERIENCE BASED LEARNING C 34 S 470		EXPERIENCE BASED LEARNING C 13 S 138	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.7	.8	1.5	.7	1.8	1.0	1.4	.6	1.6	.8	1.6	.9	1.7	.9	1.7	.9
Student Interest	1.8	.9	1.6	.9	1.8	1.0	1.6	.8	1.8	.9	1.8	.9	1.8	.9	1.8	.9
Student-Instructor Interaction	1.9	1.0	1.7	.9	2.0	1.1	1.7	.8	1.8	.9	1.7	1.0	1.8	.9	1.8	1.0
Course Demands	3.8	1.1	3.8	1.1	3.5	1.2	3.9	.9	3.7	1.2	3.7	1.2	3.8	1.0	3.9	.9
Course Organization	2.2	1.1	2.0	1.0	2.3	1.2	1.8	.8	2.2	1.1	2.0	1.0	2.1	1.0	2.0	1.1
Perceived Competence	1.6	.8	1.5	.8	1.8	1.0	1.4	.6	1.6	.8	1.5	.8	1.6	.8	1.6	.8
Teaching Effectiveness	1.8	1.0	1.7	.9	2.0	1.2	1.5	.7	1.8	1.1	1.7	1.0	1.8	1.0	1.8	1.1

TABLE 10: Norms for all EXPERIENCED BASES LEARNING courses, irrespective of class size, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
CLASS SIZE	1 C 30 S 387		1 C 29 S 311		1 C 14 S 145		1 C 4 S 17		1 C 45 S 577		1 C 4 S 61		1 C 5 S 56		1 C 7 S 73	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	2.2	1.2	1.6	.8	2.3	1.1	1.7	.8	2.4	1.3	1.9	.8	1.7	.8
Student Interest	1.9	.9	2.3	1.3	1.9	1.0	2.1	1.1	1.8	.9	2.3	1.3	1.9	.7	1.8	.7
Student-Instructor Interaction	1.9	.9	2.1	1.1	2.0	1.1	2.3	1.0	2.0	1.0	2.2	1.2	2.1	.8	2.1	.9
Course Demands	3.4	1.2	3.5	1.1	3.3	1.2	3.6	.8	3.4	1.1	3.7	1.0	3.1	1.2	3.4	1.1
Course Organization	2.0	.9	2.7	1.4	2.0	1.0	2.3	1.0	2.0	.9	2.3	1.0	2.3	1.0	1.9	.9
Perceived Competence	1.6	.7	2.3	1.4	1.6	1.0	1.7	1.0	1.4	.7	2.5	1.5	1.5	.7	1.5	.8
Teaching Effectiveness	1.9	1.0	2.6	1.5	1.9	1.1	2.4	1.1	1.7	.9	2.5	1.5	2.2	1.1	2.0	1.1

TABLE 11: Norms for all courses of CLASS SIZE 1, irrespective of course type, course level or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
CLASS SIZE	2 - 10 C 326 S 1925		2 - 10 C 150 S 972		2 - 10 C 149 S 894		2 - 10 C 50 S 299		2 - 10 C 350 S 2087		2 - 10 C 140 S 862		2 - 10 C 142 S 970		2 - 10 C 42 S 260	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.6	.8	1.6	.8	1.7	.8	1.5	.7	1.6	.8	1.6	.8	1.7	.8	1.6	.8
Student Interest	1.7	.8	1.7	.8	1.7	.8	1.7	.8	1.7	.8	1.7	.8	1.7	.8	1.6	.8
Student-Instructor Interaction	1.8	.9	1.8	1.0	1.7	.9	1.6	.8	1.7	.9	1.7	.8	1.7	.9	1.6	.8
Course Demands	3.7	1.1	3.6	1.0	3.7	1.1	3.8	1.1	3.8	1.0	3.7	1.0	3.6	1.1	3.8	1.1
Course Organization	2.0	.9	2.0	.9	2.0	1.0	1.9	.9	2.0	.9	1.9	.9	2.1	1.0	1.9	.9
Perceived Competence	1.4	.7	1.5	.7	1.6	.8	1.5	.8	1.5	.7	1.4	.7	1.5	.8	1.5	.8
Teaching Effectiveness	1.7	.9	1.8	.9	1.8	1.0	1.6	.8	1.7	.9	1.7	.9	1.8	1.0	1.6	1.0

TABLE 12: Norms for all courses of CLASS SIZE 2 - 10, irrespective of course type, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
CLASS SIZE	11 - 40 C 1340 S 23632		11 - 40 C 649 S 11355		11 - 40 C 485 S 8136		11 - 40 C 188 S 2947		11 - 40 C 1367 S 23219		11 - 40 C 713 S 12308		11 - 40 C 574 S 9122		11 - 40 C 225 S 3553	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.7	.8	1.7	.8	1.7	.8	1.8	.9	1.8	.9	1.8	.9	1.7	.8
Student Interest	1.9	.9	1.9	.9	1.9	.9	1.8	.8	1.9	.9	1.9	.9	1.9	.9	1.9	.9
Student-Instructor Interaction	2.0	1.0	1.9	.9	1.9	.9	1.9	.9	1.9	.9	1.9	.9	1.9	.9	1.9	.9
Course Demands	3.6	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.6	1.1	3.5	1.1	3.5	1.1	3.6	1.1
Course Organization	2.1	1.0	2.0	.9	2.0	.9	2.0	.9	2.1	.9	2.1	.9	2.0	.9	2.0	1.0
Perceived Competence	1.6	.8	1.6	.8	1.7	.8	1.7	.8	1.6	.8	1.7	.8	1.6	.8	1.6	.8
Teaching Effectiveness	1.9	1.1	1.9	1.0	1.8	1.0	1.7	.9	1.9	1.0	1.9	1.0	1.9	1.0	1.8	1.0

TABLE 13: Norms for all courses of CLASS SIZE 11 - 40, irrespective of course type, course level or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
CLASS SIZE	41 - 60 C 240 S 7876		41 - 60 C 136 S 4312		41 - 60 C 86 S 2728		41 - 60 C 25 S 752		41 - 60 C 244 S 7823		41 - 60 C 142 S 4610		41 - 60 C 125 S 3702		41 - 60 C 28 S 779	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.9	.9	1.8	.8	1.8	.9	1.7	.9	1.8	.9	1.8	.9	1.8	.8	1.7	.9
Student Interest	2.0	1.0	1.9	.9	2.0	.9	1.9	.9	2.0	1.0	1.9	.9	1.9	.9	1.8	.9
Student-Instructor Interaction	2.1	1.0	2.1	.9	2.0	.9	2.0	.9	2.0	1.0	2.0	.9	2.0	.9	1.9	.9
Course Demands	3.4	1.1	3.4	1.1	3.5	1.1	3.4	1.1	3.5	1.1	3.5	1.1	3.5	1.0	3.5	1.1
Course Organization	2.1	.9	2.0	.9	2.1	1.0	2.0	.9	2.1	.9	2.0	.9	2.0	.9	1.9	.8
Perceived Competence	1.7	.8	1.6	.8	1.8	.9	1.6	.8	1.6	.8	1.7	.9	1.6	.8	1.6	.8
Teaching Effectiveness	2.0	1.1	1.9	1.0	1.9	1.1	1.8	1.0	1.9	1.0	1.9	1.1	1.9	1.0	1.7	1.0

TABLE 14: Norms for all courses of CLASS SIZE 41 - 60, irrespective of course type, course level or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73	Win '74	Spr '74	Sum '74	Fall '74	Win '75	Spr '75	Sum '75
CLASS SIZE	61 - 100 C 92 S 4090	61 - 100 C 50 S 2213	61 - 100 C 39 S 1822	61 - 100 C 5 S 275	61 - 100 C 64 S 2677	61 - 100 C 58 S 2652	61 - 100 C 56 S 2430	61 - 100 C 7 S 326
	M S.D.	M S.D.	M S.D.	M S.D.	M S.D.	M S.D.	M S.D.	M S.D.
Instructor Involvement	1.9 .9	1.9 .9	1.7 .8	1.5 .7	1.9 .9	1.8 .9	1.8 .8	1.9 .9
Student Interest	2.0 .9	2.0 .9	1.9 .8	1.7 .7	2.0 .9	2.0 .9	2.0 .9	2.0 .9
Student-Instructor Interaction	2.1 1.0	2.2 1.0	2.0 .9	2.0 .9	2.1 1.0	2.1 1.0	2.0 .9	2.0 .9
Course Demands	3.3 1.1	3.4 1.1	3.4 1.0	3.5 1.0	3.4 1.1	3.4 1.1	3.5 1.0	3.5 1.0
Course Organization	2.1 1.0	2.1 .9	2.1 .9	1.7 .8	2.2 1.0	2.0 .9	2.0 .8	2.0 .9
Perceived Competence	1.7 .9	1.7 .8	1.7 .8	1.4 .6	1.7 .9	1.7 .8	1.6 .7	1.8 .9
Teaching Effectiveness	2.0 1.1	2.0 1.1	1.8 1.0	1.5 .8	2.0 1.1	2.0 1.1	1.8 1.0	2.0 1.0

TABLE 15: Norms for all courses of CLASS SIZE 61 - 100, irrespective of course type, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73	Win '74	Spr '74	Sum '74	Fall '74	Win '75	Spr '75	Sum '75
CLASS SIZE	Over 100 C 79 S 7170	Over 100 C 37 S 3037	Over 100 C 30 S 2329	Over 100 C 1 S 62	Over 100 C 95 S 7608	Over 100 C 46 S 4061	Over 100 C 40 S 3031	Over 100 C 2 S 68
	M S.D.	M S.D.	M S.D.	M S.D.	M S.D.	M S.D.	M S.D.	M S.D.
Instructor Involvement	1.9 .9	1.9 1.0	2.0 1.0	1.2 .5	1.9 .9	1.9 .9	2.1 1.1	1.6 .8
Student Interest	2.0 .9	2.1 1.0	2.1 1.0	1.5 .6	2.0 .9	2.0 .9	2.1 1.0	1.6 .7
Student-Instructor Interaction	2.4 1.1	2.3 1.0	2.4 1.1	1.4 .6	2.4 1.1	2.3 1.0	2.5 1.1	2.1 .9
Course Demands	3.4 1.0	3.3 1.1	3.3 1.1	3.8 1.0	3.4 1.1	3.5 1.0	3.4 1.1	3.3 1.1
Course Organization	2.1 .9	2.1 .9	2.3 1.0	1.6 .8	2.1 .9	2.1 .9	2.1 1.0	1.8 .9
Perceived Competence	1.6 .8	1.7 .9	1.8 .9	1.3 .6	1.6 .8	1.6 .8	1.7 1.0	1.3 .6
Teaching Effectiveness	2.0 1.1	2.0 1.1	2.2 1.2	1.2 .4	1.9 1.1	1.9 1.1	2.2 1.3	1.7 1.0

TABLE 16: Norms for all courses of CLASS SIZE OVER 100, irrespective of course type, course level, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE LEVEL	100 C 372 S 10085		100 C 172 S 4223		100 C 107 S 2369		100 C 20 S 297		100 C 379 S 9654		100 C 179 S 4685		100 C 112 S 2806		100 C 18 S 327	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.9	.9	1.8	.9	1.7	.8	1.8	.9	1.9	.9	1.9	.9	1.9	.9	1.5	.7
Student Interest	2.1	1.0	2.0	.9	2.0	.9	2.0	1.0	2.1	1.0	2.0	.9	2.0	.9	1.7	.8
Student-Instructor Interaction	2.2	1.0	2.1	1.0	2.1	1.0	2.0	.9	2.3	1.1	2.2	1.0	2.2	1.0	1.8	.9
Course Demands	3.6	1.0	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.0	3.6	1.0	3.6	1.1
Course Organization	2.0	.9	2.0	.9	2.0	.9	2.0	.9	2.0	.9	2.0	.9	2.0	.9	1.8	.8
Perceived Competence	1.6	.8	1.7	.8	1.6	.8	1.7	.8	1.7	.8	1.7	.8	1.6	.8	1.4	.7
Teaching Effectiveness	1.9	1.0	1.9	1.0	1.8	1.0	1.8	1.0	1.9	1.0	1.9	1.0	1.9	1.0	1.5	.8

TABLE 17: Norms for all courses of the 100 LEVEL, irrespective of class size, course type or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE LEVEL	200 C 302 S 7823		200 C 125 S 3071		200 C 104 S 2270		200 C 34 S 579		200 C 253 S 6789		200 C 124 S 3409		200 C 110 S 2670		300 C 64 S 1289	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.9	.9	1.8	.9	1.8	.9	1.8	.9	1.8	.9	1.9	1.0	1.8	.9
Student Interest	2.0	.9	2.0	.9	2.0	.9	1.9	.8	1.9	.9	1.9	.9	2.0	1.0	1.9	.9
Student-Instructor Interaction	2.0	.9	2.1	1.0	2.0	.9	2.1	1.0	2.0	.9	2.0	1.0	2.1	1.0	2.0	.9
Course Demands	3.5	1.1	3.5	1.1	3.5	1.0	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1
Course Organization	2.1	.9	2.1	.9	2.1	.9	2.0	.9	2.1	.9	2.0	.9	2.1	1.0	2.1	1.0
Perceived Competence	1.7	.8	1.7	.8	1.7	.8	1.7	.8	1.6	.8	1.7	.9	1.8	.9	1.7	.9
Teaching Effectiveness	1.9	1.0	1.9	1.0	1.9	1.0	1.8	1.0	1.8	1.0	1.9	1.0	2.0	1.2	1.9	1.1

TABLE 18: Norms for all courses of the 200 LEVEL, irrespective of class size, course type, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE LEVEL	300 C 519 S 13241		300 C 274 S 6964		300 C 214 S 5444		300 C 65 S 1313		300 C 568 S 13099		300 C 294 S 7831		300 C 287 S 7182		200 C 32 S 520	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.8	.9	1.8	.9	1.7	.8	1.8	.9	1.8	.8	1.9	.9	1.9	1.0
Student Interest	1.9	.9	1.9	.9	1.9	.9	1.8	.8	1.9	.9	1.9	.9	2.0	.9	1.9	.9
Student-Instructor Interaction	2.0	1.0	2.0	1.0	2.0	1.0	2.0	.9	2.0	1.0	2.0	.9	2.1	1.0	2.0	1.0
Course Demands	3.5	1.1	3.4	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1
Course Organization	2.1	1.0	2.1	.9	2.1	.9	2.0	.9	2.1	1.0	2.0	.9	2.1	.9	2.0	.9
Perceived Competence	1.6	.8	1.6	.8	1.7	.9	1.6	.8	1.6	.8	1.6	.8	1.7	.8	1.8	.9
Teaching Effectiveness	2.0	1.1	1.9	1.0	1.9	1.0	1.7	.9	1.9	1.1	1.9	1.0	2.0	1.1	1.9	1.0

TABLE 19: Norms for all courses of the 300 LEVEL, irrespective of class size, course type, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE LEVEL	400 C 420 S 7297		400 C 225 S 4306		400 C 178 S 3168		400 C 61 S 949		400 C 448 S 7386		400 C 245 S 4549		400 C 218 S 4059		400 C 73 S 1224	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.8	.9	1.8	.9	1.6	.8	1.7	.8	1.8	.8	1.7	.8	1.7	.8
Student Interest	1.9	.9	1.9	.9	1.9	.9	1.7	.8	1.9	.9	1.9	.9	1.8	.9	1.8	.8
Student-Instructor Interaction	2.0	1.0	2.0	.9	1.9	.9	1.8	.9	1.9	.9	1.9	.9	1.9	.9	1.9	.9
Course Demands	3.5	1.1	3.4	1.1	3.5	1.1	3.4	1.2	3.6	1.1	3.5	1.1	3.6	1.0	3.5	1.1
Course Organization	2.2	1.0	2.1	1.0	2.1	1.0	2.0	.9	2.1	1.0	2.1	1.0	2.0	.9	2.0	.9
Perceived Competence	1.6	.8	1.6	.8	1.7	.9	1.7	.9	1.6	.8	1.6	.8	1.5	.8	1.6	.8
Teaching Effectiveness	2.0	1.1	2.0	1.1	1.9	1.1	1.8	1.0	1.9	1.0	1.9	1.0	1.8	1.0	1.8	1.0

TABLE 20: Norms for all courses of the 400 LEVEL, irrespective of class size, course type, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE LEVEL	500 C 426 S 5703		500 C 212 S 2997		500 C 165 S 2171		500 C 83 S 1128		500 C 436 S 5962		500 C 225 S 3467		500 C 177 S 2180		500 C 113 S 1456	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.7	.9	1.7	.8	1.8	.9	1.5	.7	1.7	.8	1.8	.9	1.7	.8	1.6	.8
Student Interest	1.8	.9	1.8	.9	1.8	.9	1.7	.8	1.8	.9	1.9	.9	1.8	.9	1.8	.8
Student-Instructor Interaction	1.9	1.0	1.8	.9	1.9	.9	1.6	.8	1.8	.9	1.8	1.0	1.8	.9	1.8	.9
Course Demands	3.5	1.1	3.5	1.1	3.5	1.1	3.6	1.1	3.6	1.1	3.6	1.0	3.5	1.1	3.6	1.1
Course Organization	2.1	1.0	2.1	1.0	2.1	1.0	2.0	1.0	2.1	1.0	2.1	1.1	2.1	1.0	2.0	1.0
Perceived Competence	1.5	.8	1.6	.8	1.7	.9	1.5	.8	1.5	.8	1.7	.9	1.6	.8	1.5	.8
Teaching Effectiveness	1.9	1.1	1.9	1.0	2.0	1.1	1.6	.9	1.9	1.0	2.0	1.2	1.9	1.0	1.8	1.0

TABLE 21: Norms for all courses of the 500 LEVEL, irrespective of class size, course type, or faculty rank for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
COURSE LEVEL	≥ 600 C 68 S 1040		≥ 600 C 43 S 639		≥ 600 C 35 S 632		≥ 600 C 10 S 86		≥ 600 C 81 S 1101		≥ 600 C 36 S 613		> 600 C 38 S 414		≥ 600 C 11 S 143	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.9	.9	1.8	.9	1.9	1.0	1.6	.8	1.7	.9	1.7	.8	1.7	.8	1.5	.7
Student Interest	1.9	.9	1.8	.8	1.9	.8	1.6	.8	1.8	.9	1.7	.7	1.8	.8	1.6	.7
Student-Instructor Interaction	2.0	1.0	1.8	.8	1.9	.8	1.7	.8	1.9	.9	1.9	.9	1.7	.8	1.6	.8
Course Demands	3.4	1.1	3.4	1.0	3.3	1.1	3.6	1.2	3.6	1.1	3.5	1.0	3.6	.9	4.0	.9
Course Organization	2.2	1.0	2.2	.9	2.3	1.0	1.9	.9	2.2	1.0	2.1	1.0	2.1	.9	1.8	.9
Perceived Competence	1.9	1.0	2.0	1.0	1.9	1.0	1.5	.8	1.6	.9	1.5	.7	1.6	.8	1.5	.7
Teaching Effectiveness	2.1	1.1	2.0	1.0	2.0	1.1	1.5	.8	1.9	1.1	1.8	1.0	1.9	1.0	1.5	.8

TABLE 22: Norms for all courses of the 600 LEVEL OR ABOVE, irrespective of class size, course type, or faculty rank for 8 consecutive quarters. (C = number of course, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
FACULTY RANK	GRADUATE ASSISTANT C 374 S 8171		GRADUATE ASSISTANT C 181 S 3516		GRADUATE ASSISTANT C 135 S 2372		GRADUATE ASSISTANT C 31 S 493		GRADUATE ASSISTANT C 446 S 8912		GRADUATE ASSISTANT C 257 S 5264		GRADUATE ASSISTANT C 184 S 3849		GRADUATE ASSISTANT C 36 S 589	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.9	.9	1.8	.8	1.7	.8	1.8	.9	1.9	.9	1.8	.9	1.9	.9	1.7	.8
Student Interest	2.1	1.0	2.0	.9	1.9	.8	2.0	.9	2.1	1.0	1.9	.9	2.0	.9	1.8	.9
Student-Instructor Interaction	2.0	.9	1.9	.9	1.9	.9	1.9	.9	2.0	1.0	1.9	.9	2.0	.9	1.8	.9
Course Demands	3.5	1.1	3.6	1.0	3.6	1.0	3.6	1.1	3.5	1.1	3.5	1.1	3.5	1.0	3.5	1.1
Course Organization	2.1	.9	2.0	.9	2.0	.8	2.0	1.0	2.1	.9	2.0	.9	2.0	.9	1.9	.9
Perceived Competence	1.8	.9	1.8	.9	1.7	.8	1.8	.9	1.8	.9	1.8	.9	1.8	.9	1.7	.8
Teaching Effectiveness	2.0	1.0	1.8	.9	1.7	.9	1.8	.9	2.0	1.1	1.9	1.0	1.9	1.0	1.7	.9

TABLE 23: Norms for all courses taught by GRADUATE ASSISTANTS, irrespective of course type, class size, or course level for 8 consecutive quarters. (C = number of course, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
FACULTY RANK	INSTRUCTOR C 148 S 2861		INSTRUCTOR C 80 S 1689		INSTRUCTOR C 62 S 1343		INSTRUCTOR C 22 S 368		INSTRUCTOR C 135 S 2715		INSTRUCTOR C 77 S 1652		INSTRUCTOR C 62 S 1135		INSTRUCTOR C 24 S 435	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.7	.8	1.7	.8	1.7	.8	1.8	.9	1.8	.9	1.8	.9	1.8	.9
Student Interest	1.9	.9	1.8	.9	1.8	.8	1.8	.8	1.9	.9	1.8	.9	1.9	.9	2.0	1.0
Student-Instructor Interaction	1.9	.9	1.9	.9	1.9	.9	1.9	.9	2.0	1.0	1.9	.9	2.0	1.0	2.0	.9
Course Demands	3.5	1.1	3.4	1.1	3.5	1.1	3.4	1.1	3.5	1.1	3.5	1.1	3.6	1.0	3.5	1.1
Course Organization	2.1	1.0	2.0	.9	2.0	1.0	2.0	.9	2.1	1.0	2.0	.9	2.0	.9	2.1	1.0
Perceived Competence	1.7	.9	1.7	.8	1.7	.8	1.9	.8	1.8	.9	1.8	.9	1.8	1.0	1.8	1.0
Teaching Effectiveness	1.9	1.0	1.8	1.0	1.7	.9	1.9	.9	2.0	1.1	1.9	1.1	2.0	1.1	2.0	1.2

TABLE 24: Norms for all courses taught by faculty with rank of INSTRUCTOR, irrespective of course type, class size, or course level for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
FACULTY RANK	ASSISTANT PROFESSOR C 638 S 13883		ASSISTANT PROFESSOR C 378 S 7090		ASSISTANT PROFESSOR C 315 S 6316		ASSISTANT PROFESSOR C 104 S 1674		ASSISTANT PROFESSOR C 600 S 12182		ASSISTANT PROFESSOR C 334 S 7572		ASSISTANT PROFESSOR C 299 S 5993		ASSISTANT PROFESSOR C 89 S 1549	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.8	.8	1.8	.9	1.7	.8	1.8	.9	1.7	.8	1.7	.9	1.7	.9
Student Interest	1.9	.9	1.9	.9	1.9	.9	1.8	.8	1.9	.9	1.9	.9	1.9	.9	1.8	.9
Student-Instructor Interaction	2.0	1.0	1.9	.9	1.9	.9	1.9	.9	2.0	1.0	1.9	.9	1.9	.9	1.8	.9
Course Demands	3.5	1.1	3.4	1.1	3.5	1.1	3.4	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.6	1.1
Course Organization	2.1	1.0	2.0	.9	2.1	1.0	2.0	.9	2.1	1.0	2.0	.9	2.0	.9	2.0	1.0
Perceived Competence	1.6	.8	1.6	.8	1.7	.9	1.6	.8	1.6	.8	1.6	.8	1.6	.8	1.6	.8
Teaching Effectiveness	1.9	1.1	1.9	1.0	1.9	1.0	1.8	1.0	1.9	1.0	1.8	1.0	1.8	1.0	1.8	1.0

TABLE 25: Norms for all courses taught by ASSISTANT PROFESSORS, irrespective of course type, class size, or course level for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
FACULTY RANK	ASSOCIATE PROFESSOR C 529 S 11275		ASSOCIATE PROFESSOR C 219 S 4510		ASSOCIATE PROFESSOR C 156 S 2961		ASSOCIATE PROFESSOR C 66 S 978		ASSOCIATE PROFESSOR C 466 S 9825		ASSOCIATE PROFESSOR C 243 S 5931		ASSOCIATE PROFESSOR C 217 S 4892		ASSOCIATE PROFESSOR C 101 S 1595	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.8	.9	1.8	.9	1.5	.7	1.7	.8	1.8	.9	1.9	.9	1.7	.8
Student Interest	1.9	.9	1.9	.9	1.9	.9	1.7	.8	1.9	.9	1.9	.9	2.0	.9	1.8	.8
Student-Instructor Interaction	2.1	1.0	2.0	1.0	2.0	1.0	1.8	.8	2.0	1.0	2.1	1.0	2.1	1.0	1.9	.9
Course Demands	3.5	1.1	3.4	1.1	3.4	1.1	3.6	1.1	3.6	1.1	3.5	1.1	3.5	1.1	3.5	1.1
Course Organization	2.1	1.0	2.1	.9	2.1	.9	1.9	.9	2.0	.9	2.1	1.0	2.1	.9	2.0	.9
Perceived Competence	1.6	.8	1.6	.8	1.7	.9	1.5	.7	1.5	.7	1.6	.6	1.6	.8	1.5	.7
Teaching Effectiveness	1.9	1.1	1.9	1.1	2.0	1.1	1.6	.8	1.8	1.0	1.9	1.1	2.0	1.1	1.8	1.0

TABLE 26: Norms for all courses taught by ASSOCIATE PROFESSORS, irrespective of course type, class size, or course level for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
FACULTY RANK	PROFESSOR C 399 S 8620		PROFESSOR C 187 S 4385		PROFESSOR C 129 S 2857		PROFESSOR C 48 S 818		PROFESSOR C 471 S 9440		PROFESSOR C 177 S 3908		PROFESSOR C 160 S 3174		PROFESSOR C 58 S 848	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.8	.9	1.9	.9	1.9	.9	1.7	.8	1.8	.9	1.8	.9	1.9	.9	1.7	.8
Student Interest	1.9	.9	2.0	1.0	2.0	.9	1.7	.8	1.9	.9	1.9	.9	1.9	.9	1.8	.9
Student-Instructor Interaction	2.2	1.0	2.2	1.0	2.1	1.0	2.0	1.0	2.1	1.0	2.1	1.0	2.1	1.0	1.9	.9
Course Demands	3.5	1.1	3.4	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.5	1.1	3.6	1.1
Course Organization	2.1	1.0	2.1	1.0	2.2	1.0	2.0	1.0	2.0	.9	2.1	1.0	2.1	1.0	2.0	.9
Perceived Competence	1.5	.8	1.7	.9	1.7	.9	1.5	.8	1.5	.8	1.6	.8	1.5	.8	1.5	.8
Teaching Effectiveness	2.0	1.1	2.1	1.1	2.0	1.1	1.7	.9	1.9	1.1	1.9	1.1	2.0	1.1	1.8	1.0

TABLE 27: Norms for all courses taught by PROFESSORS, irrespective of course type, class size, or course level for 8 consecutive quarters. (C = number of courses, S = number of students)

	Fall '73		Win '74		Spr '74		Sum '74		Fall '74		Win '75		Spr '75		Sum '75	
FACULTY RANK	OTHER C 19 S 270		OTHER C 6 S 110		OTHER C 6 S 205		OTHER C 2 S 21		OTHER C 47 S 917		OTHER C 15 S 227		OTHER C 20 S 268		OTHER C 3 S 43	
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
Instructor Involvement	1.7	.8	1.5	.6	1.7	.8	1.8	.8	1.8	.9	1.7	.9	1.8	.8	1.4	.6
Student Interest	1.9	.9	1.7	.8	1.8	.7	1.9	.9	1.9	.9	1.7	.8	1.9	.9	1.6	.7
Student-Instructor Interaction	1.8	.9	1.6	.7	1.7	.8	1.5	.6	2.0	1.0	1.9	1.0	1.7	.9	1.5	.7
Course Demands	3.7	1.1	3.4	1.2	3.4	1.0	2.6	1.4	3.5	1.1	3.5	1.2	3.6	1.1	4.0	.9
Course Organization	2.3	1.0	1.9	.8	2.2	.9	2.3	.9	2.2	1.0	2.1	1.0	1.9	.8	1.7	.8
Perceived Competence	1.8	.9	1.5	.7	1.9	1.0	2.2	1.0	1.7	.9	1.6	.8	1.8	.9	1.5	.6
Teaching Effectiveness	2.0	1.1	1.6	.8	1.8	1.0	2.2	1.2	2.0	1.1	1.9	1.1	1.9	1.0	1.5	.7

TABLE 28: Norms for all courses taught by faculty with OTHER ranks, such as Visiting Professor, etc., irrespective of course type, class size, or course level for 8 consecutive quarters. (C = number of courses, S = number of students)

	COURSE TYPES								
	SC	LL	S	IT	AT(NC)	AT(CAI)	L	PE	EBL
Instructor Involvement	1.78	1.90	1.65	1.55	2.17	1.95	1.91	1.60	1.64
Student Interest	1.92	1.99	1.77	1.56	2.08	2.05	1.91	1.78	1.77
Student-Instructor Interaction	1.96	2.27	1.63	1.75	2.31	1.99	2.03	2.05	1.81
Course Demands	3.50	3.38	3.71	2.98	3.42	3.48	3.54	3.82	3.75
Course Organization	2.06	2.09	2.06	1.89	2.11	1.92	2.16	1.87	2.13
Perceived Competence	1.61	1.65	1.58	1.38	1.88	1.75	1.81	1.51	1.59
Teaching Effectiveness	1.91	1.99	1.74	1.58	2.39	1.98	1.97	1.60	1.78
Grand Mean Of SIRS Factors	1.93	2.06	1.78	1.69	2.17	1.98	2.00	1.82	1.84

TABLE 29: Weighted mean ratings for all COURSE TYPES averaged across eight academic quarters

	CLASS SIZES					
	(1)	(2-10)	(11-40)	(41-60)	(61-100)	(G.T. 100)
Instructor Involvement	1.86	1.62	1.77	1.82	1.84	1.93
Student Interest	1.96	1.70	1.90	1.95	1.99	2.03
Student-Instructor Interaction	2.02	1.73	1.92	2.03	2.08	2.38
Course Demands	3.41	3.71	3.55	3.46	3.39	3.39
Course Organization	2.17	1.99	2.06	2.05	2.08	2.11
Perceived Competence	1.70	1.48	1.63	1.65	1.68	1.64
Teaching Effectiveness	2.03	1.73	1.88	1.92	1.94	2.00
Grand Mean Of SIRS Factors	2.00	1.76	1.91	1.96	2.00	2.11

TABLE 30: Weighted mean ratings for all CLASS SIZES averaged across eight academic quarters.

	COURSE LEVELS					
	(100)	(200)	(300)	(400)	(500)	(GT 600)
Instructor Involvement	1.86	1.82	1.81	1.75	1.71	1.77
Student Interest	2.05	1.96	1.91	1.88	1.81	1.81
Student-Instructor Interaction	2.20	2.02	2.01	1.93	1.82	1.87
Course Demands	3.54	3.50	3.49	3.52	3.54	3.50
Course Organization	2.00	2.09	2.08	2.10	2.09	2.16
Perceived Competence	1.65	1.69	1.63	1.60	1.56	1.73
Teaching Effectiveness	1.89	1.88	1.93	1.92	1.90	1.93
Grand Mean Of SIRS Factors	2.03	1.97	1.95	1.92	1.86	1.90

TABLE 31: Weighted mean ratings for all COURSE LEVEL averaged across eight academic quarters.

FACULTY RANKS

	Grad. Asst.	Instructor	Asst. Prof.	Assoc. Prof.	Professor	Other
Instructor Involvement	1.85	1.77	1.77	1.77	1.82	1.74
Student Interest	2.02	1.86	1.89	1.90	1.91	1.85
Student-Instructor Interaction	1.96	1.94	1.94	2.04	2.13	1.85
Course Demands	3.52	3.49	3.49	3.51	3.49	3.54
Course Organization	2.05	2.05	2.06	2.06	2.07	2.13
Perceived Competence	1.79	1.76	1.61	1.58	1.55	1.72
Teaching Effectiveness	1.92	1.90	1.87	1.88	1.96	1.93
Grand Mean Of SIRS Factors	1.97	1.90	1.91	1.94	1.98	1.89

TABLE 32: Weighted mean ratings for all FACULTY RANKS averaged across eight academic quarters.

References

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Bausell, R.B., Schwartz, S., & Purohit, A., "An Examination of the Conditions Under Which Various Student Rating Paramenters Replicate Across Time," Journal of Educational Measurement, Vol. 12, No.4, Winter 1976

Costin, F., Greenough, W.T., & Menges, R.J., "Student Ratings of College Teaching: Reliability, Validity, and Usefulness, " Review of Educational Research, 1971, 41, 511-535

Frey, P.W., Leonard, D.W., & Beatty, W.W., "Student Ratings and Instruction: Validation Research," American Educational Research Journal, Fall 1975, Vol. 12, No.4, 435-447

Hills, John R., "On the Use of Student Ratings of Faculty in Determination of Pay, Promotion, and Tenure," Research in Higher Education, Vol. 2, 1974, 317-324

Meyer, D.E., & Smith, C.W., "A Nationwide Survey of Faculty Evaluation Practices," Unpublished Report, Northern Illinois University, 1976

APPENDIX

SIRS REQUEST FORM

Print your last name, 3-letter department prefix, course and section number here. Grid in the corresponding letter or number beneath each box. →

LAST NAME ONLY	DEPT PREFIX	COURSE NUMBER	SECTION NUMBER

A

The last column in the Section Number columns is used only if there is a course or section letter suffix.

Examples:

Math 105 Section 2 would be entered	M	A	T	1	0	5	0	2	
Music 587 Section 1D would be entered	M	U	5	5	8	7	0	1	D
English 118A Section 5 would be entered	E	N	G	1	1	8	0	5	A

B

From each of the boxes below select the single course type, class size, course level and faculty rank that best describes you and your course. Mark one and only one choice from each category. Even though descriptions may not be totally identical to your course, please select the one that most closely describes it.

COURSE TYPE	CLASS SIZE	COURSE LEVEL	FACULTY RANK
Standard Class Room ○	1 ○	100 Level ○	Graduate Asst. ○
Large Lecture ○	2-10 ○	200 Level ○	Instructor ○
Seminar ○	11-40 ○	300 Level ○	Asst. Professor ○
Individual Tutorial ○	41-60 ○	400 Level ○	Assoc. Professor ○
Auto Tutorial (NON COMPUTER ASSISTED) ○	61-100 ○	500 Level ○	Professor ○
Auto Tutorial (COMPUTER ASSISTED) ○	Over 100 ○	600 or Above ○	Other ○
Laboratory ○			
Psychomotor Experiences ○			
Experience Based Learning ○			

PLEASE USE A SOFT LEAD PENCIL

C

In this section you may indicate the characteristics of the group of courses you wish to compare your course against. Select the course type(s), class size(s), course level(s), and faculty rank(s) you wish included in the group. All types, sizes, levels and ranks selected will be combined into one group for comparison purposes. An "all" choice is provided for your convenience if you wish all choices in a category to be included.

COURSE TYPE(S)	CLASS SIZE(S)	COURSE LEVEL(S)	FACULTY RANK(S)
Standard Class Room ○	1 ○	100 Level ○	Graduate Asst. ○
Large Lecture ○	2-10 ○	200 Level ○	Instructor ○
Seminar ○	11-40 ○	300 Level ○	Asst. Professor ○
Individual Tutorial ○	41-60 ○	400 Level ○	Assoc. Professor ○
Auto Tutorial (NON COMPUTER ASSISTED) ○	61-100 ○	500 Level ○	Professor ○
Auto Tutorial (COMPUTER ASSISTED) ○	Over 100 ○	600 or Above ○	Other ○
Laboratory ○			
Psychomotor Experiences ○			
Experience Based Learning ○			
ALL COURSE TYPES ○	ALL SIZES ○	ALL LEVELS ○	ALL RANKS ○

D

Indicate the quarter and year in which course is being taught.

QUARTER	YEAR
Fall ○	1976 ○
Winter ○	
Spring ○	1977 ○
Summer ○	
	1978 ○

E

Enter course enrollment in boxes below as a 3-digit number.

Enrollment →

Example:

34 would be gridded as:

0	3	4

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STUDENT—INSTRUCTIONAL RATING SYSTEM

INSTRUCTOR _____ DEPT _____ COURSE NO _____ SECTION _____

QUARTER (F) W SP SU 19__ (MARK ONE)

DIRECTIONS

THIS FORM ENABLES YOU TO RATE BOTH THE INSTRUCTOR AND THE COURSE ON SEVERAL CHARACTERISTICS. PLEASE RESPOND AS ACCURATELY AND HONESTLY AS YOU CAN. LEAVE BLANK ANY ITEM THAT DOES NOT APPLY. A FREE RESPONSE SECTION IS PROVIDED ON THE REVERSE SIDE. USE A SOFT LEAD PENCIL TO RESPOND TO EACH ITEM ACCORDING TO KEY PRINTED AT THE RIGHT.

SAMPLE:
If you AGREE with a statement, completely darken in the circle under column "A" SA (A) N D SD

SA - If you strongly agree with the statement
A - If you agree with the statement
N - If you neither agree nor disagree
D - If you disagree with the statement
SD - If you strongly disagree with the statement

	SA	A	N	D	SD
1. The instructor was enthusiastic when presenting course material	1 (SA)	(A)	(N)	(D)	(SD)
2. The instructor seemed to be interested in teaching	2 (SA)	(A)	(N)	(D)	(SD)
3. The instructor's use of examples or personal experiences helped to get points across in class	3 (SA)	(A)	(N)	(D)	(SD)
4. The instructor seemed to be concerned with whether the students learned the material	4 (SA)	(A)	(N)	(D)	(SD)
5. You were interested in learning the course material	5 (SA)	(A)	(N)	(D)	(SD)
6. You were generally attentive in class	6 (SA)	(A)	(N)	(D)	(SD)
7. You felt that this course challenged you intellectually	7 (SA)	(A)	(N)	(D)	(SD)
8. You have become more competent in this area due to this course	8 (SA)	(A)	(N)	(D)	(SD)
9. The instructor encouraged students to express opinions	9 (SA)	(A)	(N)	(D)	(SD)
10. The instructor appeared receptive to new ideas and others' viewpoints	10 (SA)	(A)	(N)	(D)	(SD)
11. The student had an opportunity to ask questions	11 (SA)	(A)	(N)	(D)	(SD)
12. The instructor generally stimulated class discussion	12 (SA)	(A)	(N)	(D)	(SD)
13. The instructor attempted to cover too much material	13 (SA)	(A)	(N)	(D)	(SD)
14. The instructor generally presented the material too rapidly	14 (SA)	(A)	(N)	(D)	(SD)
15. The homework assignments were too time consuming relative to their contribution to your understanding of the course material	15 (SA)	(A)	(N)	(D)	(SD)
16. You generally found the coverage of topics in the assigned readings too difficult	16 (SA)	(A)	(N)	(D)	(SD)
17. The instructor appeared to relate the course concepts in a systematic manner	17 (SA)	(A)	(N)	(D)	(SD)
18. The course was well organized	18 (SA)	(A)	(N)	(D)	(SD)
19. The course materials appeared to be presented in logical content units	19 (SA)	(A)	(N)	(D)	(SD)
20. The direction of the course was adequately outlined	20 (SA)	(A)	(N)	(D)	(SD)
21. This course made a significant contribution to your overall personal educational objectives	21 (SA)	(A)	(N)	(D)	(SD)
22. What percentage of the course material covered do you feel you actually learned? (a) more than 90% (b) about 80% (c) about 70% (d) about 60% (e) less than 60%	22 (SA)	(A)	(N)	(D)	(SD)
23. The instructor adequately assessed how well students mastered the course objectives	23 (SA)	(A)	(N)	(D)	(SD)
24. The stated course objectives were reflected in the exams	24 (SA)	(A)	(N)	(D)	(SD)
25. The instructor appeared to be thoroughly competent in his area	25 (SA)	(A)	(N)	(D)	(SD)
26. In general, the instructor was an effective teacher	26 (SA)	(A)	(N)	(D)	(SD)

STUDENT BACKGROUND: select the most appropriate alternative

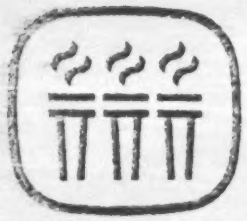
	YES	NO			
27. Do you have confidence that these ratings will be taken seriously?	27. (Y)	(N)			
28. Was this form administered fairly and correctly?	28. (Y)	(N)			
29. Was this a required course for you?	29. (Y)	(N)			
30. Are you a major in the area in which this course is being taught?	30 (Y)	(N)			
31. What grade do you expect to receive in this course?	31. (A)	(B)	(C)	(D)	(F)
32. What is your overall GPA? (a) 2.2 or less (b) 2.3-2.5 (c) 2.6-2.9 (d) 3.0-3.3 (e) 3.4-4.0	32 (a)	(b)	(c)	(d)	(e)

OPTIONAL ITEMS: Items 1 through 30 below may be used to respond to items specified by the instructor.

1 (a) (b) (c) (d) (e)	6 (a) (b) (c) (d) (e)	11 (a) (b) (c) (d) (e)	16 (a) (b) (c) (d) (e)	21 (a) (b) (c) (d) (e)	26 (a) (b) (c) (d) (e)
2 (a) (b) (c) (d) (e)	7 (a) (b) (c) (d) (e)	12 (a) (b) (c) (d) (e)	17 (a) (b) (c) (d) (e)	22 (a) (b) (c) (d) (e)	27 (a) (b) (c) (d) (e)
3 (a) (b) (c) (d) (e)	8 (a) (b) (c) (d) (e)	13 (a) (b) (c) (d) (e)	18 (a) (b) (c) (d) (e)	23 (a) (b) (c) (d) (e)	28 (a) (b) (c) (d) (e)
4 (a) (b) (c) (d) (e)	9 (a) (b) (c) (d) (e)	14 (a) (b) (c) (d) (e)	19 (a) (b) (c) (d) (e)	24 (a) (b) (c) (d) (e)	29 (a) (b) (c) (d) (e)
5 (a) (b) (c) (d) (e)	10 (a) (b) (c) (d) (e)	15 (a) (b) (c) (d) (e)	20 (a) (b) (c) (d) (e)	25 (a) (b) (c) (d) (e)	30 (a) (b) (c) (d) (e)

SEE REVERSE SIDE FOR FREE RESPONSE SECTION

NCS Trans-Optic F3668-54321



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FREE RESPONSE SECTION

The following items are designed to allow you to express your opinions about this course and to communicate directly to the instructor your particular feelings and suggestions concerning the course. NOTE: THE INSTRUCTOR WILL RECEIVE THIS FORM AS IS.

A. The thing I liked the MOST about this course was:

B. The thing I liked the LEAST about this course was:

C. Additional comments and suggestions:

Portions of this form have been adapted from the Michigan State University SIRS Form